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ABSTRACT

The administrative guide for PEOPEL (Physical Education Opportunity Program for Exceptional Learners) offers procedures to enable a school or district develop the PEOPEL program which consists of 35 units of instruction with task analyses and performance objectives for handicapped students at the secondary level. Initial chapters provide information on definitions, statement of need, philosophy of the PEOPEL program, and goals and objectives of PEOPEL. The next section deals with organization and administration procedures and discusses program responsibilities and roles, recommended policies and requirements, and parental/community involvement. Identification, screening, and registration procedures are considered next with sections on student aides, referral procedures, the implementation timetable, the referral form, and the parent information letter. Sample medical information letters and forms are provided in the chapter on medical information. A large chapter on instructional procedures includes sections on the student aide training course, the format of the teacher's guide, the units of instruction, student evaluation, and grading and recordkeeping. (DB)

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PHYSICAL EDUCATION OPPORTUNITY PROGRAM
for
EXCEPTIONAL LEARNERS
(PEOPEL)

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An Administrative Guide for Secondary Schools

Arizona
Department of Education
ESEA Title IV-C

Phoenix Union High School District No. 210
Patrick B. Henderson, Superintendent

NATIONALLY VALIDATED
March, 1979
Joint Dissemination and Review Panel
Washington, D. C.

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PEOPEL has developed many practical program ideas due to the support and input of parents. PEOPEL appreciates these ideas, and hopes that the interest in their sons and daughters educational successes will continue.

PREFACE

The initial purpose of the PEOPEL Project was to develop administrative and teaching materials which would enable general physical education programs in Arizona to expand in order to meet the individual needs of exceptional learners. Not only would this allow exceptional learners the educational right of an equal opportunity to participate and learn in physical education, but also meet similar needs and functions as performed by special education. The PEOPEL Project received Federal funding initially through ESEA Title IV-C and the Arizona Department of Education in September, 1974. The first year, 1974-75, to plan and write PEOPEL materials; the second year, 1975-76, to implement the Program and experiment with the developed materials; the third year, 1976-77, after revision of Program materials, to implement the Program in its final form. In March, 1977, PEOPEL received validation through ESEA Title IV-C. In March, 1979, PEOPEL was granted National Validation from the Joint Dissemination and Review Panel, Washington, D.C. PEOPEL is now a part of the National Diffusion Network.

The Administrative and Teacher's Guides offer procedures which will enable a school or district to develop the Physical Education Opportunity Program for Exceptional Learners. The Administrative Guide contains Definitions of PEOPEL, Adapted Physical Education and Special Education; a brief Statement of Need; the Philosophy, Goals and Objectives of PEOPEL; Organization and Administration Procedures; Identification, Screening and Registration Prodecures; Medical Information; and Instructional Procedures concerning the use of the Units of Instruction. The Teacher's Guide contains the thirty-five (35) Units of Instruction each having been task analyzed to provide individualized learning and progress, and a brief explanation concerning the use of the instructional materials. The materials are appropriate for exceptional learners at junior high and secondary levels of education, and may also be appropriate for students in general physical education. The goal is to offer the opportunity for individualized physical education learning by concentrating on abilities and potentials. No student should ever be eliminated because of a specific handicap or a lack of skill. Individualized learning in PEOPEL is made possible through trained Student Aides, without whom this concept would not be practical and realistic.

The materials presented herein were prepared pursuant to a grant from the Arizona Department of Education under provisions of the Elementary and Secondary Education Act, 1965, Title IV-C. However, the opinions expressed herein do not necessarily reflect the position or policy of the Arizona Department of Education.

FOURTH EDITION - SUBJECT TO REVISION

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DEFINITIONS

Physical Education Opportunity Program for Exceptional Learners (PEOPEL)

PEOPEL is a part of the total physical education department on each high school campus. Physical Education Opportunity Program for Exceptional Learners is designed for students who will benefit more from an individualized and developmental physical education program than from general physical education. This may be due to some physical, mental, social, or emotional reason. Individualized learning is made possible through trained high school peer-tutors who work with exceptional peers under the guidance and direction of the PEOPEL Instructor. PEOPEL provides the opportunity for students to improve at their own pace through peer-teaching.

Students may, at times, transfer within the physical education department between PEOPEL and general physical education depending on student needs and the instructional activity. Students with minor disabilities should be provided successful learning experiences within general physical education whenever possible.

Adapted Physical Education

The Committee on Adapted Physical Education of the American Association of Health, Physical Education and Recreation states that adapted physical education is a diversified program of developmental activities, games, sports and rhythms, suited to the interests, capacities, and potentials of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. Adapted physical education generally does not include the practice of peer-tutoring.

Special Education

Special Education is defined in Public Law 94-142, The Education for All Handicapped Children Act, as "specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions."

Looking at the definition of special education, it is immediately obvious that physical education is the only curriculum area mentioned.

"Physical education," as taken from the law, means the development of:

1. physical and motor fitness
2. fundamental motor skills and patterns, and
3. skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adapted physical education, movement education, and motor development.

STATEMENT OF NEED

Students who have individual needs are in our schools today. According to the Director of Programs for the Handicapped of the American Alliance of Health, Physical Education and Recreation, 4 million children of school age in the United States have physical, mental or emotional handicaps. In addition to the handicapped, there are those students with poor motor ability, low physical fitness and weight problems who represent 20-25% of the total school population. Another source estimates that about 12% of the school age children have an exceptionality that requires some form of special education.

The Journal of School Health indicates in an article by Dr. Howard Hopwood and Dr. Starr VanIden entitled "Scholastic Underachievement as Related to Subpar Physical Growth" that . . .

> ". . .other things being equal, physical fitness appears to be an important prerequisite for good scholastic achievement, and that greater cooperation between all departments--academic, guidance, physical education and health education--is needed to lay the groundwork for preventing scholastic underachievement that is associated with, and possibly induced by, subpar physical fitness."

A resolution prepared by a Joint Committee on Health Problems in Education, of the National Education Association and the American Medical Association, states:

WHEREAS it is recognized that participation in appropriate physical activities contributes to physical, mental, emotional and social development, and is a vital factor in the promotion of the health of all children including the handicapped child and

WHEREAS effective individualized physical education programs are being implemented by some school systems; therefore, be it

RESOLVED that physical education personnel emphasize instruction in a variety of activity skills and abilities for all boys and girls through development of sound programs of adapted physical education as a part of a total curriculum; and be it further

RESOLVED that school personnel seek the assistance of the local medical profession in the development of plans for appraisal and classification of students for physical education.

Charles A. Bucher, further echoes the need for adaptive programs as he states in his book, Administration of Health and Physical Education Programs, Including Athletics (1971) that . . .

> "provisions for a sound adapted program has been a shortcoming of physical education throughout the nation because of a lack of properly trained teachers, the financial cost of remedial instruction, and the fact that many administrators and teachers are not aware of their responsibility and the contribution they can make in this phase of physical education. These obstacles should be overcome as the public becomes aware of the needs of educating all individuals in all phases of the total education program."

J.N. Oliver states in the book Psychological Aspects of Physical Education and Sport, (1972) that "physical education has its own unique contributions to make to the physical, mental, emotional and social growth of children. If this contribution is important for normal children it is even more important for the handicapped."

Daniel D. Arnheim, Principles and Methods of Adapted Physical Education, (1973) concludes that "more than ever before physical education is respected for the many positive effects it has on the exceptional child."

The Education for All Handicapped Children Act, P.L. 94-142, and Section 504 state specifically that physical education be offered and made available to all handicapped students as a part of their individual education program (IEP). The 94th Congress recognized the importance of the need for children, particularly handicapped children, to participate in physical education and recreation.

The law includes the concepts of "least restrictive environment" and the "individualized program" which shall insure that to the maximum extent appropriate, handicapped children be educated with children who are not handicapped. Taken from "Federal Register"; Final Rules and Regulations, August 23, 1977.

Bucher states that "Physical Education can help to contribute to a more productive life on the part of the handicapped individual by developing those physical and social qualities that are needed to meet the demands of day-to-day living.

Prior to the Phoenix PEOPEL Project, North Central Association evaluations have consistently recognized the lack of an adapted physical education program in the Phoenix Union High Schools as being one of the significant weaknesses. PEOPEL meets educational, social, mental, emotional, and physical needs of exceptional high school students. PEOPEL offers exceptional students a comparable "participation" opportunity in physical education in which physical and recreational skills are taught, better preparing them to be active, functioning members in society.

PEOPEL meets needs of the average high school students as well as the exceptional learner. Interested students have the opportunity to participate in the Program working and learning with their exceptional peers as students aides.

PEOPEL PHILOSOPHY

High School Districts, by their established Board of Education approved objectives, attempt to provide equal educational opportunities for all students. This is fundamental in public school education and vital if education is to continue to provide the backbone for the progress of our country to maintain its world status and leadership.

Physical education is an integral part of the total education program and contributes to the development of the whole individual, socially, emotionally and mentally, as well as physically. Physical education for exceptional learners will contribute significantly to the total learning experience of students with special needs, needs which cannot be adequately met in a traditional physical education environment.

All students have the need and the right to benefit from physical education experiences and should be offered continual learning experiences each year they are in school. Physical Education Opportunity Program for Exceptional Learners is planned and implemented to provide each student involvement in physical activities calling for mental, motor, emotional and social responses. These responses will result in desirable modifications in behavior, skills, knowledge and attitudes and contribute to habits of healthful living.

Physical Education Opportunity Program for Exceptional Learners is organized and presented in a sequential and developmental manner. In this way, the students are provided an opportunity to develop individual motor abilities and an acceptance of self with a clear perspective of their capabilities and potentials. These capabilities and potentials can be realized through participation in a variety of physical education, competitive and/or recreational activities. In order to provide these opportunities, an interdisciplinary and interagency approach is necessary, utilizing school and community resources to enhance the total learning experiences of the individual.

A basic segment of any physical education program striving to meet the needs of exceptional students is the necessity to have fun and experience success. Furthermore, fun and success most often provide the necessary motivation for interaction among all members of society.

Individualized instruction and identification of goals will enable the students to realize their full potentials and attain a more active and self-sufficient role in society.

These are realistic expectations when the concept of peer-tutoring is put into practice by utilizing trained high school student aides in the physical education (PEOPEL) setting.

GOALS AND OBJECTIVES

FOR

PHYSICAL EDUCATION OPPORTUNITY PROGRAM FOR EXCEPTIONAL LEARNERS

Individualized Learning

The project will provide students enrolled in the Program an individualized physical education experience. In order to provide individualized learning, careful consideration must be given to those abilities which can be reinforced to achieve a high degree of student success. Providing instruction in physical education relative to individual needs will permit the students to achieve their highest potentials.

In order to provide carefully conceived learning opportunities the Program will:

1. Identify and screen all students who will benefit more from individualized physical education.

2. Identify the specific needs of students.

3. Place students in activities to insure individualized learning and progressive success in achieving skills.

4. Evaluate students based on performance objectives, student self-evaluation and teacher evaluation, which will insure the success of realistic and progressive goals at the individual's level of potential.

5. Provide opportunities to develop positive attitudes toward physical education and recreation through individualized instruction.

Physical Growth and Development

Provisions will be made for students enrolled in the Program to explore and experience physical education within the individual's own movement potentials. Physical activities which enhance the individual's strength, endurance, agility, balance, flexibility, speed, power, relaxation and posture will provide the opportunity for students to improve their motor potential.

In order for students to improve their physical growth and development, the Program will:

1. Provide opportunities to develop kinesthetic awareness through movement exploration.

2. Provide opportunities for progressive improvement in physical fitness and skills.

3. Provide opportunities for physical fitness which will permit students to better seek and obtain gainful employment.

4. Provide opportunities to develop an awareness of the principles of proper body maintenance.

5. Provide opportunities to gain knowledge and understand the principles of proper nutrition.

Mental Growth and Development

It is important that students have positive and successful educational experiences. Physical education provides a successful means of influencing mental growth and development.

In order to provide cognitive educational experiences, the Program will:

1. Provide opportunities for students to learn the basic rules, etiquette and strategy necessary to participate in physical education, competitive and recreational activities.

2. Provide opportunities for students to complement academic skills through physical education.

Emotional Growth and Development

Opportunities will be provided for students enrolled in the Program to develop emotionally through successful physical education experiences. Physical activities which provide opportunities for a variety of emotional responses are essential to fully prepare students to meet their needs.

For students to grow and develop emotionally, the Program will:

1. Provide opportunities to develop positive body images and self concepts.

2. Provide experiences through which students will understand and realize their potentials.

3. Provide opportunities to demonstrate good sportsmanship and self-control in physical education, recreational and competitive activities.

Social Development

Educational success can be measured by the degree of interaction and integration in society. The ability to seek out interpersonal experiences for the mutual benefit of all concerned is a skill which must be nurtured and developed.

For students to successfully experience positive social interaction, the Program will:

1. Provide opportunities to interact in a variety of social situations.

2. Provide opportunities to develop appreciation and respect for the needs and abilities of fellow students.

3. Provide opportunities to develop leadership abilities.

4. Provide opportunities to practice fundamentals of good sportsmanship as a participant and as a spectator.

5. Provide opportunities to learn and practice safety, hygiene and personal health habit.

Recreational and Competitive Activities

In recent years, it has become more evident and important that people must make appropriate use of their leisure time. In our highly urbanized, technological society, it is imperative to offer educational experiences which will provide students with opportunities to participate in recreational and athletic activities.

In order for students to demonstrate positive attitudes toward activities of a life time nature, the Program will:

1. Provide opportunities to identify potential areas of recreational interests.

2. Provide opportunities to experience recreational activities relative to physical education.

3. Provide opportunities for making sound decisions concerning recreational participation.

4. Provide opportunities to experience a variety of competitive programs and activities.

Interdisciplinary Approach

In recent years, it has become more evident that total educational experiences include a wide range of disciplines. Educational opportunities which include a cooperative effort of personnel representing a variety of interrelated areas, provide a comprehensive educational experience.

In order to use the expertise of all segments of education, the Program will:

1. Provide methods of referral so that students entering the Program will be identified for special consideration prior to graduation from the elementary school. Interdisciplinary communication is necessary to insure positive articulation with elementary school programs.

2. Enlist the aid of medical professionals to comprehensively evaluate student potentials.

3. Enlist the assistance of various secondary school personnel for additional information necessary to meet the needs of the individual student. To facilitate this interdisciplinary approach, administrators, general faculty, counselors, school nurse, special education personnel and physical education teachers will work together to provide positive educational experiences.

4. Develop a close working relationship with education specialists and clinicians. These fellow professionals provide valuable assistance relative to individual needs and potentials.

Community Services

To prepare all students for successful participation in society, it is necessary that they be able to make use of a wide range of community resources. By actively seeking and securing the help of community resources, the program will make students aware of community services as a separate aspect of the educational process.

To better understand and appreciate community resources and involvement, the Program will:

1. Provide opportunities for students to become aware of, and participate in, a wide range of community activities.

2. Make students aware of opportunities for making successful and worthwhile contributions to society.

3. Make society aware of the contribution exceptional people can make to the community.

4. Provide students an alternative use of leisure time.

In-Service Preparation

Successful implementation of any educational program is dependent upon the combined skills of the personnel involved. In order to successfully implement an interdisciplinary approach to physical education for exceptional learners, time and effort must be spent to insure adequate teacher/staff preparation.

In order to insure adequate teacher/staff preparation, the Program will:

1. Provide guidelines, course outline and conduct teacher in-service training programs.

2. Actively seek the expertise necessary to insure proper and adequate staff preparation.

3. Continuously evaluate the program staff performance in an effort to develop viable student/teacher relationships.

ORGANIZATION AND ADMINISTRATION PROCEDURES

PROGRAM RESPONSIBILITIES AND ROLES

Administrator (Principal)--advises and is kept informed through the Program coordinator concerning PEOPEL. Serves as a resource person for the Program's development and progress. Bears the ultimate responsibility and authority for the operation and management of the Program.

PEOPEL Coordinator--plans, implements and oversees the Program by being involved in public relations, interpretation of policy, and acting as a liaison person. Reviews the referrals of students from PEOPEL to general physical education and general physical education to PEOPEL.

Physical Education Staff--continually monitors and evaluates the Program, offers individualized learning, assists in the observation, referral and screening of students, and act as resource persons to physical education colleagues.

Student Aides--direct involvement with PEOPEL students, staff and coordinator primarily to assist students under the direction of the instructor.

Family--direct involvement with the student, Program staff and coordinator, and physician regarding student participation in PEOPEL. Continued involvement with, and support of, coordinator and staff regarding student and program.

Physician--direct service and advice to the student and family. Advisory service to the Program coordinator, physical education staff, nurse and administrator.

Nurse--performs initial screening of on-campus students and makes referrals as appropriate. Is available on an advisory basis to the family, student, Program coordinator, physical education staff, counselors and administrator.

Special Educator--makes referrals of students to the Program on the basis of student need, and serves as an advisory and resource person for the physical education staff.

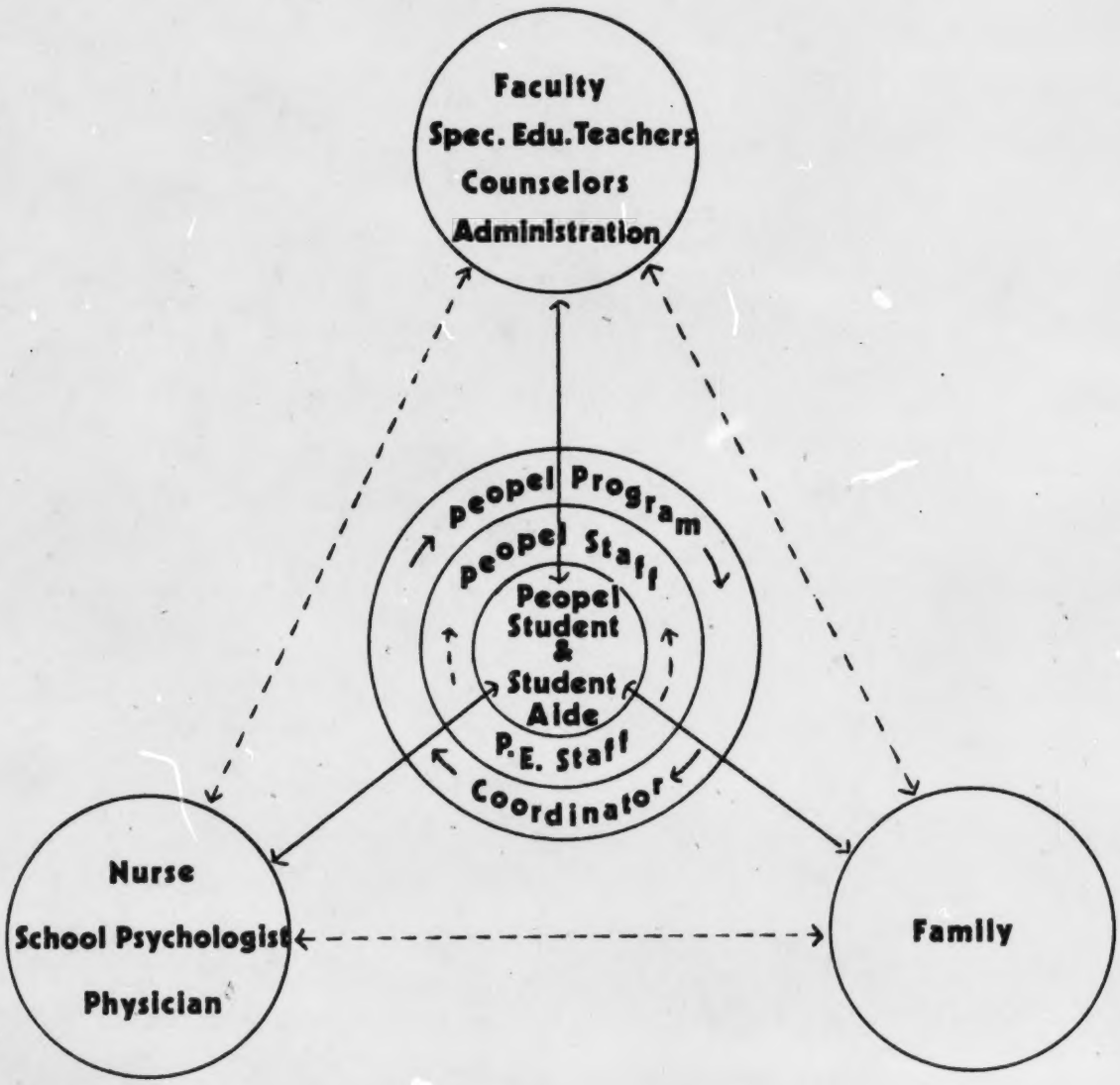
General Teaching Staff--observes students in their respective classes and programs with the possibility of recommendation and referral to the Program.

Counselor--reviews specific recommendations and referrals made to the Program and, after conferring with the physical education staff, refers students to the Program.

School Psychologist--tests and evaluates PEOPEL students upon referral and request of the Program coordinator and staff. Makes recommendations to staff and other personnel upon completion of student evaluation.

Registration--monitors and communicates with PEOPEL staff concerning the balance of PEOPEL students and aides within each class.

Responsibilities and Roles



RECOMMENDED POLICIES AND REQUIREMENTS

Teacher Qualifications--The PEOPEL Instructor should be certified according to Department of Education requirements for secondary physical education including course work in anatomy, physiology of exercise, kinesiology, and adapted physical education. A teacher in the Program should have an interest in, empathy for, and desire to teach exceptional learners. It is imperative that the instructor in the Program be familiar with the students and their backgrounds, perceptive of a variety of discipline considerations, with an ability to analyze and deal with the immediate situation firmly and fairly.

PEOPEL Class Size--It is recommended that the average PEOPEL class consist of 12-15 exceptional learners and 12-15 student aides, 24-30 students per class.

Aide Training Class Size--The student aide orientation class should be 20-35 students.

Length of Classes/Times per Week--The length of PEOPEL classes should be the same as those in general physical education, commonly 50-55 minutes. To enable a smooth progression from day-to-day, it is recommended that PEOPEL classes meet five (5) times per week during the academic year.

Daily Class Load--It is recommended that the PEOPEL Instructor teach a combination of PEOPEL and general physical education classes as a full-time staff member, rather than teach all PEOPEL classes and no general physical education classes. Teaching a combination of classes enables the Program to become a part of the total physical education department and program. The full-time PEOPEL Instructor would teach four (4) PEOPEL classes in addition to one (1) student aide training class, per day with a preparation period for planning individualized instruction, meetings and counseling with exceptional learners and student aides, contacting parents, medical personnel, teaching staffs and administrators. The full-time PEOPEL Instructor should meet a maximum of 155 students per day.

PARENTAL AND COMMUNITY INVOLVEMENT IN PEOPEL

An important part of PEOPEL includes parental and community involvement, as well as, interdisciplinary communication. To achieve this goal two basic working committees should be considered. A "Parents for PEOPEL" committee should include those parents of students enrolled in the Program and other interested parents. The Advisory Committee should consist of school and district administrators, the school nurse, physical educator, special educator, parents, students, community recreation director, physician, and general faculty. Both committees should be well informed about the Program with the responsibilities of actively working for and supporting the Program whenever and wherever possible.

IDENTIFICATION, SCREENING AND REGISTRATION PROCEDURES

Each school system may have different procedures for student orientation and registration. The following procedures are presented as suggestions for the identification, screening and registration of students into the Program. Included with these suggestions are forms for referral, parental information and consent, and medical information.

A major aspect of any identification, screening and referral process must be ongoing communication and cooperation with all those involved in the referral procedure. If ample time is designated specifically for continuous communication between the PEOPEL instructor and the students, parents, counselors, nurse, physical educator, special educators, physician and administrators, PEOPEL will grow and benefit students in physical education and in their total educational experience. Therefore, interschool and interdepartmental communication each day, week, month and year must be a high priority for those involved in the Program.

Student Aides (Peer-Tutors)

Student Aides are vital if individualized learning is to be a reality. IN ESTABLISHING PEOPEL AT A SCHOOL THE STUDENT AIDES WILL HAVE TO BE IDENTIFIED AND TRAINED ONE SEMESTER/TERM PRIOR TO THE IMPLEMENTATION OF PEOPEL. The PEOPEL staff may utilize the school newspaper, athletic clubs, physical education class visits, request referrals from P.E. staff and counseling department, etc., to inform students of the Program and their opportunity to participate in PEOPEL as a trained student aide while receiving physical education credit. A list of names and students numbers should be obtained from those students who express an interest. An orientation meeting or individual contact should be provided for those who are interested in PEOPEL. At this time, the training course should be explained briefly, the time offered, any specific prerequisites, special registration/counselor procedures, career implications, and the expected role of Student Aides (see Student Aide Performance Guide). A potential student aide (peer-tutor) should be a sophomore or junior with at least one semester of general high school physical education. School announcements, newspaper and personal contacts should remind students of academic registration dates and procedures.

The training course for student aides should be offered each semester until the demand for aides is equal to the number of exceptional learners in each PEOPEL class. CAUTION SHOULD BE TAKEN NOT TO ALLOW THE NUMBER OF AIDES TO EXCEED THE NUMBER OF EXCEPTIONAL LEARNERS IN EACH PEOPEL CLASS. At that time, it is suggested that the aide training class only be offered one semester per year, preferrably the last semester of the school year. During the course, potential student aides should be encouraged to "spread the word" about PEOPEL and recruit friends whom they believe would be quality student aides for the future. Student aides who tell others about PEOPEL and refer students to join PEOPEL as aides will cause a higher quality of student aide trainees each new semester. Student aides may also identify exceptional students who would best benefit from PEOPEL.

It may be possible for student aides to accompany the POEPEL staff during elementary feeder school visits, student contacts, "Parents for PEOPEL" and faculty meetings.

Exceptional Learners

Students with physical, mental, sensory, emotional, or other temporary or permanent conditions who would best benefit from individualized and sequential physical education should be referred to PEOPEL.

Students may be referred to the Program by parents, an elementary or secondary physical educator, counselor, special educator, nurse, physician, administrator, or the students themselves. The PEOPEL staff must meet with those involved in the referral process to personally explain and discuss the Program, referral procedures and their responsibilities for observation and referral. Observation of students in the classroom or on the activity field may often disclose an exceptionality overlooked by established identification procedures. Slow learners in physical activities, students with poor coordination or balance, those with limited strength and endurance, or students with other problems may benefit from a developmental program of activities and exercise which will assist students in attaining a level of successful participation with peers in a general physical education class. Such students should be referred to PEOPEL.

Each elementary feeder school should be contacted including a meeting with the principal, physical educators, special educators, and nurse to discuss referral procedures (see PEOPEL Referral Form), and a method for collecting the referral information. An elementary school might request that the Program be explained to the entire student body or exceptional students specifically.

All parents of graduating elementary school students should be informed of the Program by a letter included in the High School's Information/Orientation packets (see Parent Information Letter). This letter offers parents an opportunity to obtain more information about PEOPEL and to refer their child.

After a graduating elementary student is referred, the parents should be contacted by letter and/or phone explaining the referral, benefits of the Program, and parental consent (see Parent Information Letter). It should be emphasized that PEOPEL is an extension of general physical education which offers an alternative program to better meet the needs of their son or daughter.

The PEOPEL staff will have an opportunity to speak with students who have been referred. This discussion should include an explanation of the Program and screening to determine if the student will best benefit from PEOPEL or general physical education.

High school students may be referred by a similar method. Physical educators, special educators, nurse, counselors, administrators, and the general faculty should be informed about PEOPEL, referral forms and procedures, and their responsibility to observe and refer students who would best benefit from PEOPEL (see PEOPEL Referral Form). Referred students and their parents should be contacted and informed of the referral with an opportunity to receive more information (see Parent Information Letter).

After referred students have registered for the Program, Medical Information Forms should be sent to the parents of students who have incomplete school health records. This form is to be forwarded to and completed by the family physician (see Medical Information Form). This information should be in each student's PEOPEL file before he/she may participate in the Program.

SUMMARY OF REFERRAL PROCEDURES

Student Aides:

1. Initial training is one semester/term prior to implementation to PEOPEL class (see Implementation time-table).
2. Contact students through school newspaper, bulletins, announcements, posters, classroom visits, club presentations, physical education class visits, student government, P.E. staff, counselor dept. referrals.
3. Obtain list of interested students.
4. Conduct information meetings for students who expressed an interest in PEOPEL (see Student Aide Performance Guide).
5. Remind potential student aides of registration dates and procedures.
6. Student aides should refer potential student aides and PEOPEL students.

Exceptional Learners:

1. Contact elementary and high school principals, physical educators, counselors, special educators, nurses, faculty. Explain referral form and procedures (see PEOPEL Referral Form).
2. Speak to elementary students upon request.
3. Contact all parents of graduating elementary school students (see Parent Information Letter).
4. After student referral, contact parents of elementary students (see Parent Information Letter).
5. Contact parents of referred high school students (see Parent Information Letter).
6. After registration in PEOPEL, forward Medical Information Forms to parents to be completed by the parents or family physician and returned to PEOPEL before participation in the program (see Medical Information Form).

PEOPEL IMPLEMENTATION TIMETABLE

IDENTIFICATION, SCREENING AND PLACEMENT

Identification of potential student aides must occur the semester/term prior to implementation of the student aide training class. Student aides are trained one semester prior to implementation of PEOPEL classes. The following chart demonstrates the suggested step by step procedure to be followed by semester.

1st Semester - current yr.	2nd Semester - current yr.	1st Semester - next yr.
- Identify and enroll student aides for 2nd semester training class.	- Student aide training class - Identify, screen, enroll graduating elementary and high school PEOPEL students for following year. - Identify, screen, enroll new student aides for training class next year.	- Implement PEOPEL classes with trained student aides. - Train new group of student aides. - Identify, screen, enroll any new PEOPEL students. - Identify, screen, enroll student aides for 2nd Semester training course.

PEOPEL REFERRAL FORM

Phoenix Union High School System

The Physical Education Opportunity Program for Exceptional Learners (PEOPEL) is concerned about the availability of physical activity opportunities for all students. Most students perform successfully with peers in a regular physical education program, however, some students, for various reasons, do not have a satisfactory physical education experience.

PEOPEL is providing activities designed to meet the individual needs of students who are not actively involved in general physical education due to factors which might include physical, mental, visual, hearing, extreme over weight, behavior or other factors.

For a more successful transition from the elementary to high school physical education program, identification of students must be made prior to initial contact by high school personnel. To aid the students and PEOPEL in this identification process, please list those students from your program whom you believe would benefit best from PEOPEL. Thank you for your help.

School _____ Phone _____ Teacher _____

Student's Name	Reason for Referral	Home Address	Parent's Name
1.	-	-	-
2.	-	-	-
3.	-	-	-
4.	-	-	-
5.	-	-	-
6.	-	-	-
7.	-	-	-
8.	-	-	-
9.	-	-	-
10.	-	-	-

Please return this referral form to: PEOPEL Program
_____ High School
Address

PEOPEL

2910 North 19th Avenue · Phoenix, Arizona 85015 · Telephone 257-3692

(SAMPLE: SENT TO PARENTS)

PARENT INFORMATION LETTER

Dear Parent(s)

The Principal and I are pleased to inform you that classes in physical education are being expanded to include individualized learning which will better meet the needs of each student. PEOPEL classes are designed for high school students who are not now successfully involved in general physical education, but would like to have physical education opportunities. Through individualized instruction in physical education, students enrolled in PEOPEL classes can develop physical, mental, social and emotional abilities. To provide this opportunity for individualized physical education, PEOPEL classes are small and taught by a trained developmental physical education teacher and student aides.

If you feel that your son/daughter could benefit from PEOPEL, we invite you to inform us and/or the (_____) High School Counselor. With your referral, your son/daughter will then be included in this program of physical education opportunities. Would you please complete the brief form below and return it before registration.

Sincerely,

_____
Physical Education Specialist
(_____) High School

_____We/I would like our son/daughter included in PEOPEL.
_____We/I would like to meet the PEOPEL Instructor for further information.
Best hour to call_____AM/PM

_____
Date Signature

_____
Student Name (Printed) Student Number

_____
Phone Number Address Zip

PLEASE RETURN TO: PEOPEL Program
(_____) High School
Address

MEDICAL INFORMATION

It is recommended that each student who participates in physical education have a medical examination. In addition to a physical examination, information is desired by PEOPEL in order to better individualize instruction and meet specific student needs. This information is contained on the Medical Information Form. However, not all students need to have a physician complete the Medical Information Form in order to participate in PEOPEL. New students with no school health record and eighth grade students graduating to high school should have the Medical Information Form completed by a physician and returned to the PEOPEL Instructor. This form should be included in the student's PEOPEL file. Parents and/or the school nurse may complete the Medical Information Form for those students with accurate school health records.

The Medical Information Form should be mailed or delivered directly to the parents by the PEOPEL Instructor or other school personnel. Some families may not have a regular family physician, in which case they might be referred to the school physician, county medical society or another physician familiar with PEOPEL. A brief written explanation of the Program should accompany the Medical Information Form sent to the family physician. If the Medical Information Form is required but not obtained from the family and/or physician, the PEOPEL Instructor should work with the school nurse, counselor or administrative personnel in order to receive this information.

MEDICAL INFORMATION FORM FOR PEOPEL

Phoenix Union High School System

Student Name _____ Sex _____ Birthdate _____

Address _____ Zip _____ Grade _____

Physician's Name (Printed) _____ Address _____ Phone Number _____

Parental Consent: I/We approve the release of the following information to PEOPEL.

_____
Parent(s) Guardian Signature Phone #

Dear Physician:

Physical Education Opportunity Program for Exceptional Learners (PEOPEL) provides activities for students who will benefit more from an individualized physical education program than the general P.E. program. PEOPEL classes offer individualized instruction with emphasis on lifetime sports and physical fitness for the pursuit of leisure time activities and employment.

The information requested on the reverse side of this form will aid in the proper placement of students in PEOPEL.

PLEASE RETURN TO:_____High School, PEOPEL, (Address)
Phone:_____

(Side One)

Diagnosis or description of condition:_____

_____

_____

Specific activity modifications, if any:_____

_____

_____

Other remarks, pertaining to individualized physical education:_____

_____

_____

I approve of PEOPEL and I desire a report of the student's progress in _____ months.

_____
Physician's signature

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PLEASE RETURN TO: _____High School, PEOPEL, (Address)
Phone:_____

(Side Two)

Physical Examination Letter and Cards
Phoenix Union High School System

_____HIGH SCHOOL
(Address)

TO: All Parents

FROM: _____High School Health Center

SUBJECT: Physical Examination Cards

Now that your son or daughter will be entering high school next fall, it is time to bring his health record up to date. This information is required by our district for the student's welfare.

Enclosed is a physical examination card which you will need to have completed by your family physician. On the back is a place for a dental examination, which is optional. Under "Remarks" give any information you feel would be important for us to know. The physical examination card may be completed and returned to the elementary school now, or it may be completed during the summer and mailed, in the self-addressed brown envelope, to the High School Health Center.

If your son or daughter plans to participate in athletics during the school year, the physical examination must be completed after May 1, in order to be eligible. This eligibility will cover all sports for the entire year.

In addition, we are requesting that you fill out the enclosed Emergency Health and Medical History card. Please sign it and return it to your elementary school immediately. Registration cannot become final until this card is completed and returned.

(SAMPLE)

(SIDE ONE)

PHOENIX UNION HIGH SCHOOL SYSTEM

2 PHYSICAL EXAMINATION CARD

Name _____ Grade _____ Student No _____ Age _____
(Last) (First) (Middle Initial)

Address _____ Birth Date _____ Sex (M) ___ (F) ___

Name of Parent or Guardian _____ Telephone _____

Physical Examination (To be completed by your physician)	Normal	Abnormal	Describe Abnormal Findings (Include Growth and Development Problems)
General Appearance			
Skin			
E. E. N. T.			
Heart			
Chest			
Abdomen (Hernia, etc., Genitalia)			
Skeletal System			
Muscular System			
Nervous System			
Lymphatic & Endocrine System			
Blood Pressure			
Special Health Problems			
Other Physical Findings			

Laboratory Tests: Urinalysis A S Other

Is student able to participate in P.E. or Military Training? Yes ___ No ___ Interscholastic Athletics? Yes ___ No ___

Restrictions _____

_____ 19___ _____ _____
Date Tel. No. Physician's signature and address

If this examination is given after July 1, it may be substituted for physical examination required of students who wish to participate in interschool competitive sports during the next school year.

H-12 Dist.Dup.-61

(SIDE TWO)

DENTAL EXAMINATION

Teeth _____ Caries _____ Gums _____

Correction obtained _____

Additional information (e.g. orthodontia) _____

_____ 19___ _____ _____
Date Tel. No. Dentist's signature and address

Remarks _____

GREEN CARD

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(SIDE ONE)

EMERGENCY HEALTH AND MEDICAL HISTORY CARD

Student No. _____ (To be filled out by Parent or Guardian)

Phoenix Union High School System

Name _____ (Last / First / Middle) Grade _____ Age _____ Sex (M) _____ (F) _____

Address _____ Birthplace _____ Birthdate _____

Parent or Guardian _____ Home Phone _____

Father's Business Phone _____ Mother's Business Phone _____

In case of emergency: If parents or Guardian are not immediately available contact:

Friend or Relative _____ Phone _____

Physician _____ Phone _____

Hospital _____ Phone _____

In case of emergency the school nurse may call the family physician or the school physician to give emergency care and/or send the student to the hospital. (Without such permission the school assumes no responsibility for emergency medical attention)
Yes _____ No _____

Each student may be required to present evidence that his physical condition permits safe, healthy participation in the school program. In the absence of such evidence, the school physician may be requested to examine the student.

Signature of Parent or Guardian _____ Date _____

This card must be completely filled out, signed and returned before your son or daughter will be permitted to attend classes.

H. H. DIST. DUP. - REV. 68

(SIDE TWO)

MEDICAL HISTORY (To be filled out by Parent or Guardian)

Disease Experience	Yes	Date (If Known)
Hay Fever		
Asthma		
Allergies		
Poliomyelitis		
Diabetes		
Heart Trouble		
Tuberculosis		
Tuberculosis Contacts		
Rheumatic Fever		
Epilepsy		
Immunizations		
Smallpox		
Diphtheria-Tetanus		
Whooping Cough		
Polio (Salk, shots)		
Polio (Sabin, oral)		
Other		

Other Health Information

Tuberculin Skin Tests: Date, if known _____ Negative _____ Positive _____

Chest X-ray: Date, if known _____ Negative _____ Positive _____

Under medical care: Explain _____

Operations _____

Injuries or accidents _____

Other serious illnesses _____

Any restriction of activity for medical reasons _____

Remarks _____

YELLOW CARD

INSTRUCTIONAL PROCEDURES

STUDENT AIDE TRAINING COURSE

Students who wish to be involved in the Program as Student Aides are required to complete a Student Aide Training course. This course should be offered each semester/term by the physical education department, and carry one semester/term's physical education credit (in some schools/districts, a new course title and number must be developed).

The following is an example syllabus and suggestions for the Physical Education Careers Class for Students Aides:

PEOPEL PROGRAM

Course Title and Number: PE N812 - P.E. Careers Class for Student Aides

Credit: One-half in Physical Education

Term: First and/or second semester

Class Time: Monday thru Friday

Scope of the Course: The course will acquaint students with the goals and objectives of PEOPEL, the roles and responsibilities of student aides in PEOPEL, various exceptionalities as they might be involved in PEOPEL, offer practical experience with exceptional learners, encourage students to discuss PEOPEL with others, and learn various teaching progressions.

Purpose of Course: That the Student Aide will -

- demonstrate an understanding of the goals and objectives of PEOPEL.
- demonstrate an understanding of the roles and responsibilities of Student Aides in PEOPEL.
- demonstrate the understanding of the various exceptionalities as related to PEOPEL, and various teaching progressions.
- participate in practical experiences at the local campus and/or in the community.
- demonstrate an awareness of various public and private agencies which serve exceptional populations in society.
- discuss PEOPEL with others who might desire to be involved.

Class Organization: The Student Aide class will meet Monday thru Friday, one hour. Monday, Wednesday and Friday classes will focus on presentations and explanations dealing with the scope of the course through guest speakers, films, slides, video-tapes, lectures, readings, demonstrations and discussion. Tuesday and Thursday classes will be devoted to practical experiences as Student Aides.

Eligibility of Student Aides: Upon successful completion of the training course, the students will be eligible to participate in PEOPEL as Student Aides. A "Certificate of Appreciation" will be awarded to those who successfully complete the course.

Practical Experiences: Each week students will become actively involved in working with exceptional learners on or off campus. The week's practice should be the equivalent of two class meetings (Tuesday and Thursday). It is possible for a student to complete the practical experience on weekends or times other that the Tuesday and Thursday class times. All practical experiences must be arranged with the approval of the instructor.

Possible Practical Experiences:

On Campus:

- Exceptional Student Programs and PEOPEL.

Off Campus:

- City Parks and Recreation (Special Services Division).
- Public elementary schools offering adapted physical education or special education.
- Private schools which serve various exceptional populations within the community.
- Other Community Agencies: Boy's Club, Easter Seals, YMCA, YWCA, Rehabilitation Centers, Day Care Centers.
- Other Activities: Special Olympics, Para-Olympics, Wheelchair basketball, weekend camps, individual coaching.

Course and PEOPEL Program Clarification: Various exceptionalities will be explained and discussed as they relate to participation in PEOPEL--what can physical education do for the individual, what can the individual do for/in physical education. It is possible for students to be classified as "exceptional" yet not require the individualized instruction offered in PEOPEL classes. These students would/should be actively involved in general physical education. It is also possible for students to be involved in the Program with no specific handicap or exceptionality in terms of a classification.

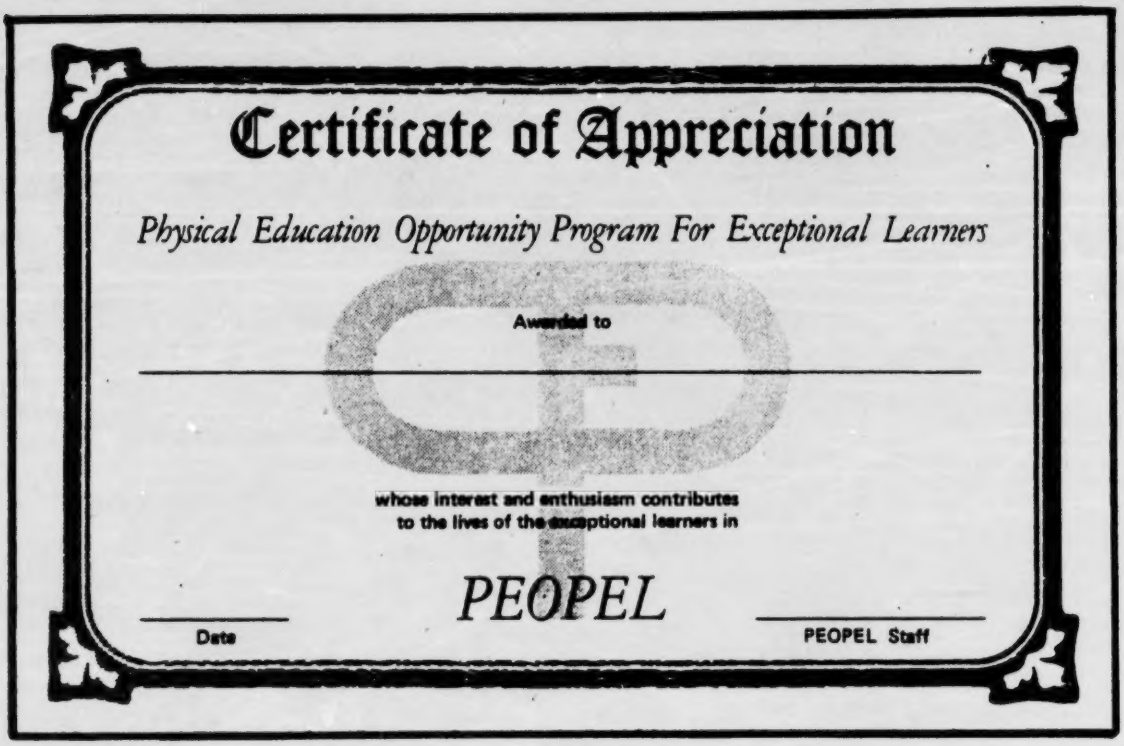
SAMPLE TIMETABLE

PE N812 - P.E. Careers Class for Student Aides

Guest Speakers

WEEK #1	Orientation; Goals and Objectives of PEOPEL; Student Aide Roles/Responsibilities; Pre-tests/Comments for Student Aides; Brief Definitions/Explanation of the various exceptionalities to be discussed.
WEEK #2 City Recreation Department; Special Olympics	Parks and Recreation Special Services; Summer Camps for Exceptional Individuals; Special Olympics, Para-Olympics, Wheelchair basketball; Relationships between recreation and physical education.
WEEK #3 Resource Learning Director/Teacher	Specific Learning Disabilities; Emotional/Educational Handicaps; Explanation of Sign Up for Practical Experiences.
WEEK #4 EMH Teacher	Vocational considerations for exceptional people and Student Aides; Educable and Trainable Mental Handicaps; Practical Experience.
WEEK #5	Relationship between Exceptional Student Programs and PEOPEL; Behavior problems and the role of the student aide; Delinquent and Maladjusted; Practical Experiences.
WEEK #6	Review definitions of Exceptionalities discussed (EMH, TMH, EH, SLD); Practical Experiences. Review - How does physical education relate to these exceptionalities (research findings).
WEEK #7 Medical Doctor School Nurse	The Epilepsies; First-Aid Considerations; Review Examination; Practical Experiences; Recruitment of Students for PEOPEL and P.E. Careers.
WEEK #8 Orthopedic Surgeon	Orthopedic conditions: Arthritis, Cerebral Palsy; Practical Experiences, Mid-course Student Reaction Survey/Evaluation.
WEEK #9 Physical Therapist	Orthopedic conditions: Muscular dystrophy, multiple sclerosis, other temporary/permanent orthopedic conditions, Practical experiences.
WEEK #10 Athletic Trainer	Review orthopedic conditions: Temporary and Permanent Musclo-skeletal Disorders; Discuss Practical Experiences.
WEEK #11 Teacher for Blind/Deaf	Sensory Disorders: Hearing and Visually Handicapped, Practical Experiences.

WEEK #12 School Nurse	Other Health Impaired: Asthma, Diabetes, Obesity, Conclusion of Practical Experiences.
WEEK #13 Medical Doctor	Other Health Impaired: Heart conditions, Multiple Handicaps; Review; Examination.
WEEK #14 - 17	Teaching Progressions· Analyze various skills within activities with the student aides participating to gain a better understanding of the skill and how it relates to the students with whom they will be working in the Program.
WEEK #18	General Review and Discussion: Special Student Projects; Course Reaction Survey/Suggestions; Final Examination.



STUDENT AIDE PERFORMANCE GUIDE

1. PEOPEL depends on your regular attendance and help. Please let the instructor know if you must be absent or late.

2. You can help to improve the Program by sharing your ideas, offering suggestions and asking questions.

3. Your interest in each student is important for their development.

4. This is a learning experience for all of us. Constructive criticism and the ability to change are important for our personal growth and the good of the Program.

5. Try to be consistent and fair in the way you work with each student.

6. Familiarize yourself with behavior problems and possible solutions.

7. Your active involvement and enthusiasm will improve the program.

8. Be willing to attempt new ideas even though they might not turn out as expected.

9. If structure and firmness are desired qualities, be sure to follow through with your instructions.

10. The use of demonstrations is more effective than verbal explanations.

11. If a student is having difficulty, stay with him/her and give extra help. Use plenty of encouragement.

12. Use positive reinforcement and be quick to praise appropriate behavior.

13. Try to follow the class structure as much as possible.

14. Familarize yourself with the daily and long range goals of the student with whom you are working.

15. THANK YOU FOR BEING PART OF PEOPEL.

TEACHER'S GUIDE FORMAT

The content for the PEOPEL Teacher's Guide has been arranged by Activity Tracts and Units of Instruction within each Activity Tract (see Teacher's Guide, Table of Contents for listing of Activity Tracts and Units of Instruction).

An abstract preceding each Unit of Instruction gives the reader basic information concerning the content with that specific Unit. Each Unit of Instruction is divided into four (4) main sections:

Comments and Activity Experiences
Performance Objectives
Task Analysis
Student Classifications

Comments and Activity Experiences - included in this column are explanations concerning History, Equipment, Care of Equipment, Basic Rules, Etiquette, Terminology, Safety, Teaching Progressions and Skills, Teaching Suggestions, and Modified Games, all of which are related to the Unit's game, sport or activity.

Performance Objectives - to the right of the Comments and Activity Experiences column are basic Performance Objectives to be achieved by the student. There are three types of Performance Objectives in each Unit of Instruction: Cognitive (Knowledge), Motor (Skills), and Affective (Attitudes). At the beginning of each new Unit of Instruction the PEOPEL student, student aide and instructor should discuss and decide which of the Performance Objectives the PEOPEL student needs and wants to be evaluated. Three to five performance objectives should be selected for pre and post testing with overall participation and instruction in all Performance Objectives. Cognitive, Motor and Affective skills should be represented among the three to five Performance Objectives selected for testing.

Task Analysis - the task analyses are designed to be developmental and sequential to better enable the student to achieve the performance objective. When a student attempts a performance objective, he/she may be weak in certain tasks. These tasks are then practiced with the student aide in order to achieve the performance objective. When a student achieves the Task Analysis sequence he/she has completed the Performance Objective.

Student Classifications - to the right of each Task Analysis are Student Classifications. Students enrolled in PEOPEL may include:

EMH - Educable Mentally Handicapped
EH - Emotionally Handicapped
HH - Hearing Handicapped
MH - Multiply Handicapped
PH - Physically Handicapped
SLD - Specific Learning Disabilities
VH - Visually Handicapped
OHI - Other Health Impaired

Selected Units of Instruction refer to an Appendix which is specifically or generally related to the Unit. Reference to and use of the information included in each Appendix (A through J) will suggest innovations to the instructor for that Unit. All Appendices may be found at the end of the Teacher's Guide (see Table of Contents).

Thirty-six (36) Units of Instruction have been developed. The length of each Unit will vary depending on student needs, interests, and progress. The PEOPEL Instructor should cooperate and work closely with the Physical Education Department Chairperson in order to arrange and plan for facilities, equipment and the length of each Unit of Instruction. It is not suggested that all 36 Units be taught/completed during one academic year. A more realistic average for the year might be eight to ten Units of Instruction.

COUNSELING EXCEPTIONAL LEARNERS AND STUDENT AIDES

Communication and counseling with exceptional learners should be an ongoing and meaningful process. The PEOPEL Instructor must continually encourage each student to improve at his/her pace during class, as well as, meet individually with those students who require special counseling.

The strength of PEOPEL is in the Student Aides. Because of this, every effort should be made by the PEOPEL Instructor to meet with student aides individually and in groups on a regular and frequent basis. This will insure that the student aides are completely aware of their roles and responsibilities, maintain a high degree of motivation, enable the instructor to encourage and praise good work, offer constructive suggestions for improvement, and share ideas which will benefit everyone involved in PEOPEL. Formal meetings should be conducted as well as informal meetings before, during and after class periods.

UNITS OF INSTRUCTION

The Units of Instruction contained in the PEOPEL Teacher's Guide include the following:

Aquatics

- Swimming
- Water Safety

Dance

- Folk/Square
- Movement Exploration

Gymnastics

- Balance Beam
- Floor Exercise
- Horizontal Bar
- Parallel Bars
- Side Horse
- Still Rings
- Tumbling
- Uneven Parallel Bars
- Vaulting

Individual Sports

- Archery
- Golf
- Handball
- Track and Field
- Wrestling

Racquet Games

- Badminton
- Handball
- Table Tennis
- Tennis

Recreational Activities

- Bicycling
- Bowling
- Horseshoes
- Kite Flying
- Shuffleboard

Self Improvement and Body Maintenance

- Nutrition
- Posture and Locomotion
- Relaxation
- Weight Training/Flexibility/Endurance

Team Sports

- Basketball
- Flag Football
- Soccer
- Softball
- Volleyball

PEOPEL STUDENT EVALUATION

The purpose of the PEOPEL Student Physical Fitness and Physical Education Attitude measures is twofold. First, student evaluation enables the teacher and each student to measure the extent of his/her own progress. Having this information helps the teacher and students individualize necessary activities for improvement. Second, it demonstrates the validity and reliability of the PEOPEL Project as related to its stated goal and objectives.

The Phoenix PEOPEL Project appreciates your involvement, input, and assistance in this Student Evaluation.

The individual characteristics for measurement in the PEOPEL Physical Fitness testing include strength, flexibility, agility and endurance. The PEOPEL Fitness test should be administered at the beginning of the school year, and again at the end of the school year in order to determine the amount of improvement that each student has made.

Each subtest is explained in detail as to the equipment needed, how to administer, and how to record the results. The directions are given in general terms for students and their partners. It is recommended that partners include a student aide and a PEOPEL student. Scores are necessary for each PEOPEL student. Test scores for student aides need not be sent to the Phoenix PEOPEL Project.

All subtests, except the optional 600 Yd. Run/Walk, can be completed in one class period of 50 minutes.

A suggested method of organization is to begin with the Bent Knee Sit-Ups. All students have partners. One set of partners do their sit-ups in 60 seconds, then they change places and the second set performs their sit-ups.

After recording the Bent Knee Sit-Ups, place the students in three (3) different groups. Each group moves from one of the remaining stations to the next as a unit. At each of the remaining stations, (Flexed Arm Hang, Sit and Reach, and Shuttle Run), assign 2 student aides who have been instructed on how to administer the subtests to be responsible for measuring and/or timing the students in each group.

Results should be recorded on the attached form for the easiest data gathering process for the PEOPEL Project Evaluators.

Please send a copy of the results of the Fitness tests, administered at the start (September) and end (April) of the school year to:

PEOPEL Project
Student Evaluation
2910 N. 19th Avenue
Phoenix, Arizona 85015

Physical Fitness Tests

A. Bent Knee Sit-Ups - to measure abdominal strength and endurance.

1. Equipment needed - A stop watch and matted area.
2. How to administer - The student lies on his/her back with knees bent. Hands are placed behind the neck with fingers interlaced. A partner holds the performers ankles so that the heels remain in contact with the mat at all times. The partner also counts the sit-ups. The student sits up touching elbows to knees, returns to starting position making sure that the elbows are flat on the mat before sitting up again. The total number of sit-ups within sixty (60) seconds is recorded.

B. Flexed Arm Hang - to measure strength and endurance of the arms and shoulders.

1. Equipment needed - A stop watch and a horizontal bar.
2. How to administer - With an overhand grip and the assistance of two spotters, the student flexes his/her elbows and raises the body off the floor so that the chin is above, but not touching, the horizontal bar. The student must hold this position as long as possible. The number of seconds that the student maintains the proper position is recorded to the nearest tenth of a second.

C. Modified Sit and Reach - to measure hip and back flexion as well as elasticity of hamstring and shoulder muscles.

1. Equipment needed - A yardstick, masking tape and a wall. Place the yardstick on the floor, perpendicular to the wall (the 36 inch end of the yardstick is against the wall). Tape the yardstick in place at the 36 inch line and across the 15 inch line.
2. How to administer - The student assumes a straight leg sitting position on the floor with legs about five (5) inches apart and heels against the fifteen (15) inch tape line. A partner's feet are used to brace the performer's feet so that the heels will not slide over the line. The performer should reach as far forward as possible placing both hands onto the yardstick and hold. The best of three trials is recorded in inches to the nearest half inch.

D. Shuttle Run - to measure speed and change of directions (agility).

1. Equipment needed - Two (2) stop watches, 4 blocks of wood (2"x 2"x4") and two lines measuring thirty (30) feet apart.
2. How to administer - Two students can be tested together. The students start from a standing position behind the starting line. Behind the far line are 2 blocks of wood for each performer. At the starting signal both students race to his/her blocks, pick one up, and run back to the starting line. The best time of two trials is recorded to the nearest tenth of a second. Adequate rest time should be provided between trials.

E. 600 Yard Run/Walk (optional test) - to measure cardiovascular endurance.

1. Equipment needed - A stop watch and a track or any 600 yard area.
2. How to administer - Students choose partners. One of the partners runs and/or walks a 600 yard distance while the other partner remains at the finish line. At the signal "Ready? Go!" the first partner begins running. Walking is permitted, but the object is to cover the distance in the shortest possible time. Then each student listens for and remembers his/her running partner's time as the latter crosses the finish. The timer merely calls out the times as the runners cross the finish line. The time to the nearest second is recorded. Repeat for the other partners.

Physical Education Attitude Test

A. Wear's Physical Education Attitude Scale (Modified) - to measure student attitude toward physical education and activity.

1. Supplies needed - Pencils and surveys, one per student.
2. How to administer - Pair up the class, one - three students of equal ability to one student aide. The students together with the aide read aloud each statement and explain the meaning (if necessary). Each student then marks the box of the response that most agrees with his/her feelings. The test may be administered in its entirety in approximately fifteen (15) minutes. Scoring is explained on the last page of the survey. There are 150 total points. Pre and post-test scores demonstrate the student's attitude toward physical education and activity during their PEOPEL class experiences.

PEOPEL

2910 North 19th Avenue · Phoenix, Arizona 85015 · Telephone 257-3692

PEOPEL PHYSICAL EDUCATION ATTITUDE SURVEY

(Modified from Wear's Physical Education Survey)

DIRECTIONS: We are interested in knowing your opinions about P.E. classes. Please answer each question by marking the box which best expresses your feelings on each statement. The questions refer only to P.E. CLASSES and NOT to after-school sports activities.

The results of this survey will not affect your grade in any way.

	Agree Strongly	Agree	No Opinion/ Don't Know	Disagree	Disagree Strongly
1. If the school has to drop some classes, P.E. should be one of them.-	☐	☐	☐	☐	☐
2. Playing together in P.E. helps students learn to get along with each other.	☐	☐	☐	☐	☐
3. The time spent in dressing for and participating in P.E. could be better spent in other activities.-	☐	☐	☐	☐	☐
4. Playing hard in P.E. activities and games helps to work off emotional tension/frustration. (such as unhappiness, anger, etc.)	☐	☐	☐	☐	☐
5. A student's body is usually strong enough without the physical exercise in P.E.-	☐	☐	☐	☐	☐
6. I would only take P.E. if I had to.-	☐	☐	☐	☐	☐
7. It is important that students learn and improve physical skills such as running, jumping, shooting baskets, or hitting a ball.	☐	☐	☐	☐	☐
8. Students would be better off emotionally if they did NOT play games and sports in P.E.-	☐	☐	☐	☐	☐
9. P.E. does more harm to students than it does good.-	☐	☐	☐	☐	☐
10. Schools do NOT place enough importance on P.E.	☐	☐	☐	☐	☐
11. Playing games and sports with other students in P.E. is fun.	☐	☐	☐	☐	☐

		Agree Strongly	Agree	No Opinion/ Don't Know	Disagree	Disagree Strongly
12.	There should be NO MORE than two class periods of P.E. during the week.-	☐	☐	☐	☐	☐
13.	It is harder to make friends in P.E. classes than in other classes.-	☐	☐	☐	☐	☐
14.	Students are organized into teams for many P.E. activities. Belonging to these teams is usually a good experience.	☐	☐	☐	☐	☐
15.	Playing games and sports in P.E. does NOT help students become more physically fit.-	☐	☐	☐	☐	☐
16.	P.E. is important in helping students learn about good health.	☐	☐	☐	☐	☐
17.	The extra physical strength gained from P.E. helps students perform their daily tasks better.	☐	☐	☐	☐	☐
18.	P.E. helps students develop mentally, emotionally, and socially.	☐	☐	☐	☐	☐
19.	P.E. encourages students to compete with each other. This often makes them dislike one another.-	☐	☐	☐	☐	☐
20.	I would advise most people to take P.E.	☐	☐	☐	☐	☐
21.	Physical education classes do NOT make you feel better physically.-	☐	☐	☐	☐	☐
22.	Participating in games and sports helps students learn new activities to use in their spare time.	☐	☐	☐	☐	☐

SCORING: A statement followed by a dash (-) is scored 1,2,3,4,5. All other statements (no -) are scored 5,4,3,2,1.

PEOPEL PHYSICAL FITNESS & WEAR'S ATTITUDE SURVEY SCORES

(SCHOOL)

STUDENT NAME Last, First	Sit-Ups		Flexed Arm Hang		Sit & Reach		Shuttle Run		600 Yd. Run (Optional)		Wear's Survey	
	Date		Date		Date		Date		Date		Date	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Sit-Ups		Flexed Arm		Sit & Reach		Shuttle Run		600 Yd.Run		Wear's	

		Agree Strongly	Agree	No Opinion/ Don't Know	Disagree	Disagree Strongly
12.	There should be NO MORE than two class periods of P.E. during the week.-	☐	☐	☐	☐	☐
13.	It is harder to make friends in P.E. classes than in other classes.-	☐	☐	☐	☐	☐
14.	Students are organized into teams for many P.E. activities. Belonging to these teams is usually a good experience.	☐	☐	☐	☐	☐
15.	Playing games and sports in P.E. does NOT help students become more physically fit.-	☐	☐	☐	☐	☐
16.	P.E. is important in helping students learn about good health.	☐	☐	☐	☐	☐
17.	The extra physical strength gained from P.E. helps students perform their daily tasks better.	☐	☐	☐	☐	☐
18.	P.E. helps students develop mentally, emotionally, and socially.	☐	☐	☐	☐	☐
19.	P.E. encourages students to compete with each other. This often makes them dislike one another.-	☐	☐	☐	☐	☐
20.	I would advise most people to take P.E.	☐	☐	☐	☐	☐
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PEOPEL PHYSICAL FITNESS & WEAR'S ATTITUDE SURVEY SCORES

(SCHOOL)

STUDENT NAME	Sit-Ups		Flexed Arm Hang		Sit & Reach		Shuttle Run		600 Yd. Run (Optional)		Wear's Survey	
	Date		Date		Date		Date		Date		Date	
Last, First	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Sit-Ups		Flexed Arm		Sit & Reach		Shuttle Run		600 Yd.Run		Wear's	

BLANCHARD BEHAVIOR RATING SCALE (MODIFIED)

Physical Education Opportunities for Exceptional Learners

SCHOOL

NAME OF PERSON RATED GRADE AGE

NAME OF RATER DATE

Directions: The teacher rates each student on the basis of the following scale items. Individual items are then analyzed for specific weaknesses. The higher scores indicate better general evaluations of character and personality.

	No Opportunity to Observe	Never	Seldom	Fairly Often	Frequently	Extremely Often	Score
LEADERSHIP - He/She							
1. is popular with classmates		1	2	3	4	5	
2. seeks responsibility in the classroom		1	2	3	4	5	
3. shows intellectual leadership in the classroom		1	2	3	4	5	
POSITIVE ACTIVE QUALITIES - He/She							
4. quits on tasks requiring perserverance		5	4	3	2	1	
5. exhibits friendliness in his/her relationship with others.		1	2	3	4	5	
6. shows initiative in assuming responsibility in unfamiliar situations		1	2	3	4	5	
7. is alert to new opportunities		1	2	3	4	5	
POSITIVE MENTAL QUALITIES - He/She							
8. shows keenness of mind/alertness		1	2	3	4	5	
9. volunteers ideas		1	2	3	4	5	
SELF-CONTROL - He/She							
10. grumbles over decisions of classmates		5	4	3	2	1	
11. takes a justified criticism by teacher or classmate without showing anger or pouting		1	2	3	4	5	
COOPERATION - He/She							
12. is loyal to his group		1	2	3	4	5	
13. discharges his group responsibilities well		1	2	3	4	5	
14. is cooperative in his attitude toward the teacher		1	2	3	4	5	
SOCIAL ACTION STANDARDS - He/She							
15. makes loud-mouthed criticisms and comments		5	4	3	2	1	
16. respects the rights of others		1	2	3	4	5	

	No Opportunity to Observe	Never	Seldon	Fairly Often	Frequently	Extremely Often	Score
ETHICAL SOCIAL QUALITIES - He/She							
17. cheats		5	4	3	2	1	
18. is truthful		1	2	3	4	5	
QUALITIES OF EFFICIENCY - He/She							
19. seems satisfied to "get by" with tasks assigned		5	4	3	2	1	
20. is dependable and trustworthy		1	2	3	4	5	
21. has good study/practice habits		1	2	3	4	5	
SOCIABILITY - He/She							
22. is liked by others		1	2	3	4	5	
23. makes a friendly approach to others in the group		1	2	3	4	5	
24. is friendly		1	2	3	4	5	

Blanchard, B.E., "A Behavior Frequency Rating Scale for the Measurement of Character and Personality in Physical Education Classroom Situation", Research Quarterly, May 1963, pp. 56-66.

GRADING and RECORD KEEPING for EXCEPTIONAL LEARNERS and AIDES

Grading is the means by which the total evaluation of learning is recorded. Since students benefit from physical education only when they take part in the Program, participation becomes a vital factor to consider in evaluating student progress. It is understood that students are not given a grade, rather they earn a grade. The specific grading procedures should be similar to those for general physical education with the emphasis on individual improvement and success rather than comparison with peers and standardized norms. Improvement in the following areas should be considered in the evaluation of each student enrolled in PEOPEL: Knowledge (Cognitive), Physical Skills and Fitness (Motor), and Attitudes (Affective). Performance objectives within each unit of instruction offer a means of evaluating individual students in these areas.

The grading procedures should be daily and ongoing. Because PEOPEL is individualized, the instructor should always be aware of the student's feelings toward the grade he/she is earning. When the grade has been earned, the instructor should discuss it and possible areas of improvement with the student. In addition, parents should be informed of their son/daughter's progress whenever possible.

Values that contribute to a grade are:

Objective evaluation - improvement on Performance Objectives:

1. Written or Oral Exams
2. Physical skill and fitness
3. Wear's Physical Education Attitude Scale (Modified)
4. Participation
   * Dressing out in gym uniform
   * Roll call and line up readiness
   * Personal health habits (clean gym clothes and daily showers)
   * Participation in class activities
5. Absences

Subjective evaluation-improvement on Performance Objectives

1. Student and teacher evaluation based upon specific objectives
2. Teacher evaluation based upon specific objectives
   * Sportsmanship
   * Cooperation and following instructions
3. Student and teacher evaluation based upon Affective Objectives
   * Blanchard Behavior Rating Scale (Modified)

Grading and Evaluation Forms:

Unit of Instruction Profile
Performance Objective Assessment Charts
Physical Education Roll Call Card (Sample)
PEOPEL Student Composite Profile
Personal Fitness Test

EXPLANATION OF
UNIT OF INSTRUCTION PROFILE AND
PERFORMANCE OBJECTIVE ASSESSMENT CHARTS (PRE AND POST TESTS)

At the beginning of each Unit of Instruction the PEOPEL student, student aide and instructor discuss and decide which of the Performance Objectives the PEOPEL student needs and wants to practice. Three to five Performance Objectives should be selected for pre-and post-testing with overall participation and instruction in each Unit Objective. Cognitive, Affective and Motor Skills should be represented among the three to five objectives selected for testing.

The purpose of the pre-test is to establish criteria for acceptable performance based on individual degrees of student improvement. The pre-test will establish a base from which to initiate instructional activities oriented to the individual needs of the students. In this manner, the teacher will be able to compare degrees of student success with only his/her individual abilities and potentials. This prohibits the comparison of the "handicapped" student's degree of success with the degree of success and proficiency we, as teachers, expect to see develop among given populations of students. The pre-test thus permits all instructional activities to be student centered and not activity centered.

As the degree of skill improves, a new and presumably more complex goal is established. This results in a constant process of student evaluation in order to determine degrees of skill and establish appropriate new goals (criterion for acceptable performance). Because instructional activities are pursued by student and student aides, it is possible to monitor all student activities and skills on a day-by-day basis. The information gathered as the result of this type of instruction will be used to reassess and reestablish individual criteria. Improvement thus becomes the key to acceptable performance and not performance in comparison to what is deemed normal for a given general population.

The pre-test may consist of written test as well as skill test items. In this way, the student (and instructor) can pursue all possible avenues of success and not merely the motor, cognitive, or affective.

The key to establishing effective means of monitoring student success is to make all observations of student progress simple and concise. It is suggested that a form be established which can not only be used to measure student progress but also can be used to establish new goals (criterion for acceptable performance) for the individual student. The following represents one example of such a form:

UNIT OF INSTRUCTION PROFILE

Student Name/ID # Sue Brown **Partner** _____ **Class Period** 2

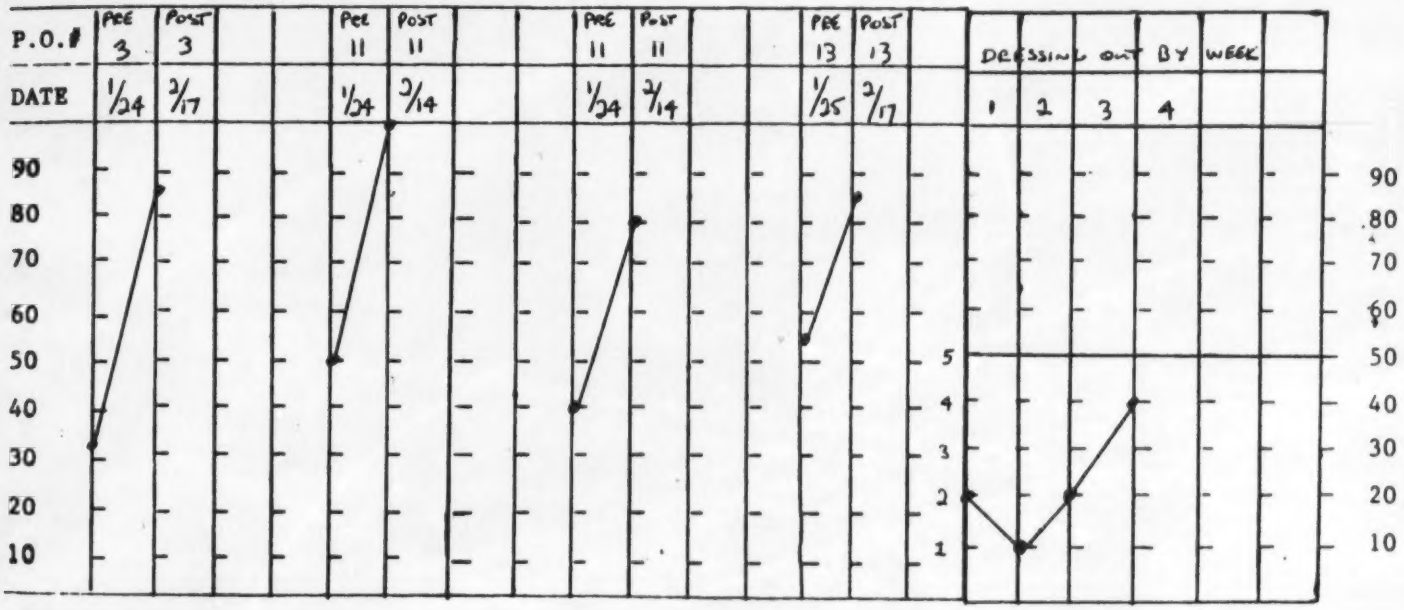
Instruction Unit Badminton **Date Started** 1/23/78 **Date Completed** 2/17/78

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL ASSESSMENT
3. Rules ⊕ Understand server only scores points. + Identify boundary lines + Understand 15 pts = game ⊕ Describe legal serve ⊕ Describe proper service position − Describe difference in singles & doubles service court.	Administered 1/24/78 2/6 correct Sue understands the scoring and how many points there are in a game, we are going to work on the other items.	Administered 2/17/78 5/6 correct Sue understands the rules well except the difference in doubles & singles service courts.
	(See assessment chart)	(See assessment chart)
11. Forehand Stroke + use forehand grip + Position body with shoulders parallel to flight of bird. ⊕ Draw racket back/shift weight to back foot. ⊕ Swing racket forward/shift weight to forward foot.	Administered 1/24/78 3/6 correct Sue has not played badminton before. She has good hand-eye coordination, we are looking forward to learning the game.	Administered 2/14/78 6/6 correct Sue uses very good form with the forehand stroke and has good placement of shots.
⊕ contact bird in front of hip / extend arm & snap wrist. + Follow through / assume recovery position.	(See assessment chart)	(See assessment chart)
OR		
11. Forehand Stroke How many forehand strokes out of 10 can you get in the court?	Administered 1/24/78 4/10 "in" Sue hits the bird well. Most missed shots were pulled to the left.	Administered 2/14/78 8/10 "in" Has gotten the forehand stroke down well, if we had more time we would work on placement.
	(See assessment chart)	

UNIT OF INSTRUCTION PROFILE

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL COMMENTS
13. SERVICE (LONG) + ASSUME STRIDE STANCE / WEIGHT FORWARD + FOREHAND GRIP ⊕ HOLD BIRD AWAY FROM BODY BY FEATHERS. + DRAW RACKET BACK ⊕ SWING UNDERHAND CONTACTING	ADMINISTERED 1/25/78 4/7 CORRECT SUE AND I ARE GOING TO WORK ON GETTING THE SERVE DEEPER INTO THE COURT.	ADMINISTERED 2/17/78 6/7 CORRECT SUE HAS WORKED HARD, HER SERVE IS MORE ACCURATE AND IS ALMOST ALWAYS NEAR THE BASELINE.
BIRD BELOW WAIST. ⊕ SNAP WAIST / FOLLOW THROUGH – READY POSITION	(SEE ASSESSMENT CHART)	(SEE ASSESSMENT CHART)
ALTERNATIVE P.O. – DRESSING OUT IN P.E. UNIFORM	SUE DOES NOT LIKE TO DRESS OUT FOR PE. WE HAVE AN AGREEMENT THAT SHE WILL DRESS OUT AT LEAST TWICE A WEEK.	(SEE ASSESSMENT CHART)

PERFORMANCE OBJECTIVE ASSESSMENT CHARTS



SUMMARY COMMENTS: _____

UNIT OF INSTRUCTION PROFILE

Student Name/ID #_____ Partner _____ Class Period_____

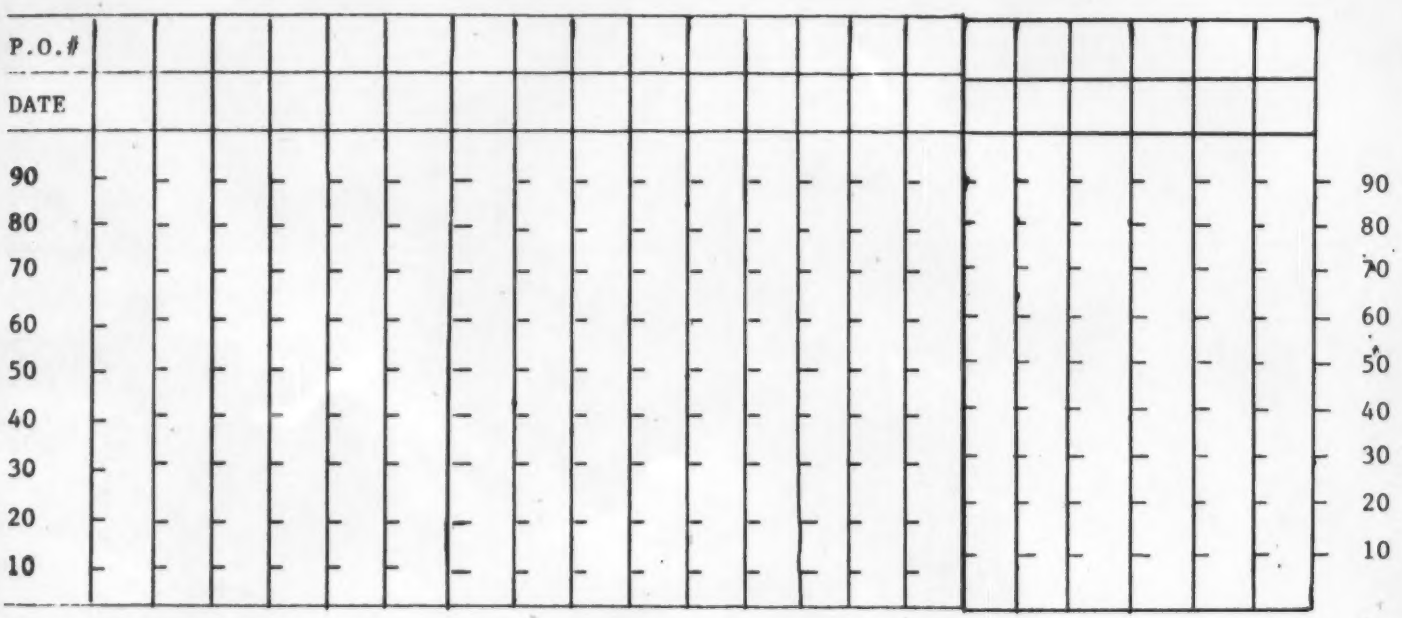
Instruction Unit _____ Date Started_____ Date Completed_____

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL ASSESSMENT

UNIT OF INSTRUCTION PROFILE

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL COMMENTS

PERFORMANCE OBJECTIVE ASSESSMENT CHARTS



SUMMARY COMMENTS: _____

_____

PHYSICAL EDUCATION ROLL CARD
(SAMPLE)

Grade Sem. 1..... Sem. 2.....

Student Number

PHOENIX UNION HIGH SCHOOL SYSTEM
Physical Education Roll Call Card

Instructor

Last Name First Name Entrance Date.....

Withdrawal Date.....

Phys. Ed. Period..... Counselor's Name.....

Lock No..... Locker No..... Shower No. or ShortNo.....

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mon.																				
Tues.																				
Wed.																				
Thurs.																				
Fri.																				
Unit Grade																				

Student Number

Last Name First Name Phone

Parent's Name Home Address

Lock Number Locker Number Shower or Short Number

Period	Subject	Room No. & Teacher	Tr. Date	Remarks
1				
2				
3				
4				
5				
6				
7				

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PEOPEL STUDENT COMPOSITE PROFILE

Student Name_____ Student Number_____

Instructor_____ Instructor_____ Birth Date_____

The following information should be obtained twice yearly in order to demonstrate student progress while in the PEOPEL Program. These measures may be obtained at the beginning and end of the year or prior to transfer to general physical education.

	HEIGHT	WEIGHT	AGE	BODY CHARACTERISTICS
Date (a)_____	_____	_____	_____	Light, Medium, Heavy
Date (b)_____	_____	_____	_____	Light, Medium, Heavy

AFFECTIVE MEASURES: (Pre and Post Test Scores and Dates)

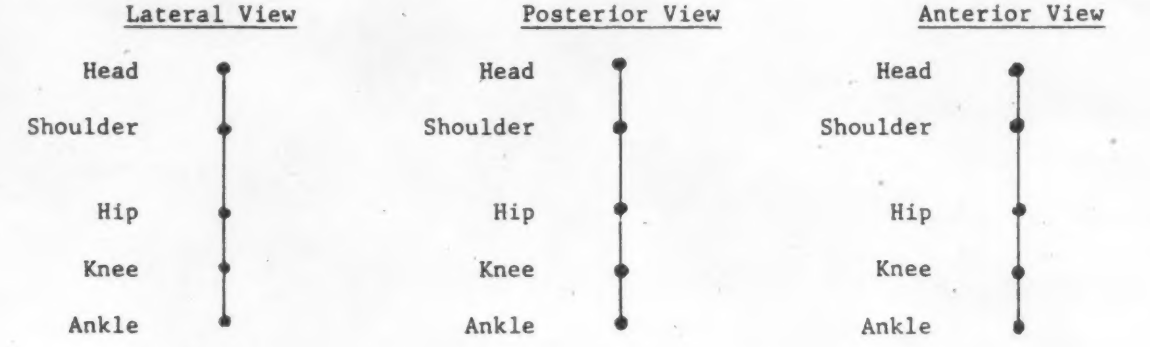
Blanchard (a)_____ Wear (a)_____ Tennessee (a)_____

(b)_____ (b)_____ (b)_____

POSTURE AND BODY ALIGNMENT MEASURES: Date (a)_____ (b)_____

Weight Distribution/Body Lean - Forward, Back, Balanced / Forward, Back, Balanced

Note - Color code markings. Black for initial check, Red for final check.



BODY MEASUREMENTS: Date (a)_____ Date (b)_____

Chest _____(a) Waist _____(a) Thigh_____R_____L (a) Bicep_____R_____L (a)

_____(b) _____(b) _____R_____L (b) _____R_____L (b)

Chest (exp) _____(a) Hips _____(a) Calf_____R_____L (a)

_____(b) _____(b) _____R_____L (b)

PERSONAL FITNESS RESUME

SUGGESTED MEASURES	Raw Scores/Date (a)	Raw Scores/Date (b)
ENDURANCE: Circle Run (60 sec.)		
6 Minute Run/Walk		
12 Minute Run/Walk		
FLEXIBILITY: Sit and Reach		
STRENGTH: Flexed Arm Hang		
POWER: Sargent Jump - Legs		
COORDINATION/AGILITY: Line Jumps - Side (60 sec.)		
Line Jumps - Front/Back (60 sec.)		
Shuttle Run		
BALANCE: Stork Stand		
Front Scale		
ABDOMINAL ENDURANCE: Bent Knee Sit Ups (60 sec.)		

Annual Summary Comments: (Individual Needs, Specific Activities, Exercises, Suggestions)

PERSONAL FITNESS TEST EXPLANATIONS

The individual characteristics suggested for measurement include endurance, flexibility, strength, power, coordination/agility, balance and abdominal endurance. The PEOPEL Instructor may use the test(s) suggested within each category or include another test. It is re-emphasized that these measures are primarily for individual progress rather than for comparison with peers. The following is a brief explanation of each suggested test:

Circle Run - one or more students run around a circle approximately 30 feet in diameter. On command, all run around the circle in the same direction. Each student (and student aides) counts the number of laps completed within 60 seconds. Students may pass others only on the outside.

600-Yard Run/Walk - one or more students run and/or walk a 600-yard distance. At the signal "Ready? Go!" each student (and student aide) begins running. Walking is permitted, but the object is to cover the distance in the shortest possible time. Then each student listens for and remembers his/her partner's time as the latter crosses the finish. The timer merely calls out the times as the students cross the finish.

Sargent Jump - to measure leg power in jumping vertically upward. The student should stand with one side toward a wall, heels together, and hold a one inch piece of chalk in the hand nearest the wall. Keeping the heels on the floor, the student reaches upward as high as possible and makes mark on the wall. The student then jumps as high as possible and makes another mark at the highest point of the jump. The number of inches between the reach and jump marks is measured to the nearest half inch and recorded. The best of three trials is scored.

Side Line Jumps - the student stands alongside a line and jumps from side-to-side with both feet together, without touching the line. The number of complete jumps (side-to-side) within sixty (60) seconds is recorded.

Front-Back Line Jumps - the student stands behind a line and jumps forward and back across the line with both feet together, without touching the line. The number of complete jumps (front and back) within sixty (60) seconds is recorded.

Stork Stand - to measure static balance while supported on the ball of the foot of the dominant leg. The student stands on the foot of the dominant leg, placing the other foot on the inside of the supporting knee and the hands on the hips. Upon a starting signal the student raises the heel from the floor and maintains the balance as long as possible without moving the ball of the foot from its original position or letting the heel touch the floor. Three trials are given with the best score recorded from the time the heel is raised until balance is lost.

Front Scale - to measure static balance. The student stands on the ball of the foot of the preferred leg assuming a front scale position where the trunk is tilted forward and the nonsupporting leg is raised upward (parallel to the floor) in the rear. The arms should be extended horizontally to the sides while the head and chest are held high. The supporting leg should be straight. Balance should be maintained as long as possible up to thirty seconds. Two trials are given with the best time to the nearest tenth of a second recorded.

(PEOPEL STUDENT LETTER)

MY P.E. CLASS

1
I like P.E. this year. Some of the things we have done are archery, bowling, track, badminton, weights, ping pong, and biking. Our aides are very good. Tim, Roberta, Peggi and Lari are my favorite helpers because they help me more often than the others do. Everybody has a helper all the time. We went on a bike hike to Squaw Peak. Mrs. Cowger is my teacher. She

2
shows us the right way to play ball and bowl. Mr. Irmer takes a lot of pictures. I like tumbling, the balance beam, parallel bars, and volley ball. Mr. Irmer, Mrs. Cowger, and Mr. Glasenapp work very hard. We are practicing for the Spcial Olympics every day. My PEOPEL Program had open house last fall. All the parents came. A basketball player from the Suns

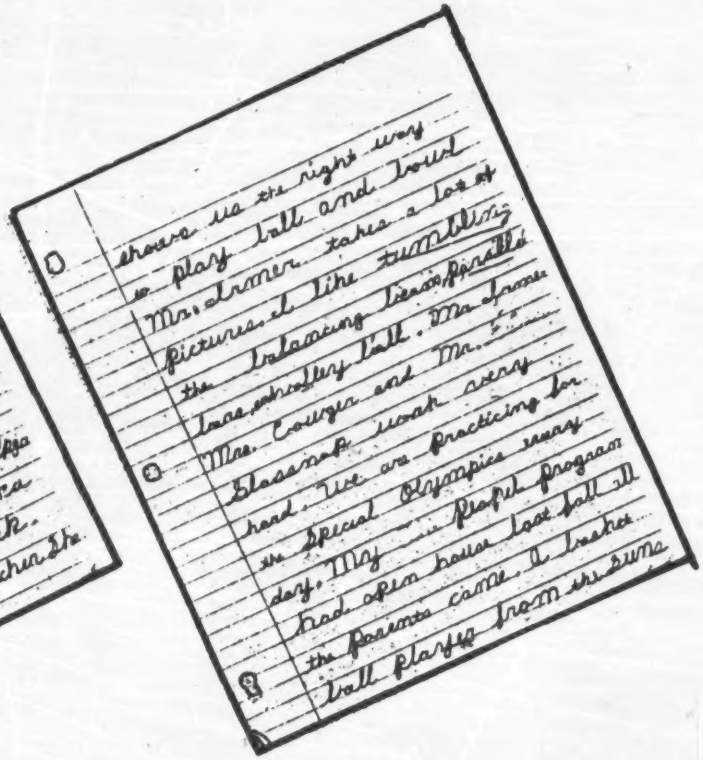
3
spoke and Mr. Frye did too. Mom & Dad are glad I am in this kind of P.E. class. I like to learn to swim. I have jumped 61 inches in standing long jump and got a blue ribbon at the Special Olympics this spring. I like squash ball. The ball is big.

4
I like to square dance. I like to play games. I hope I will see you next year Mrs. Cowger.

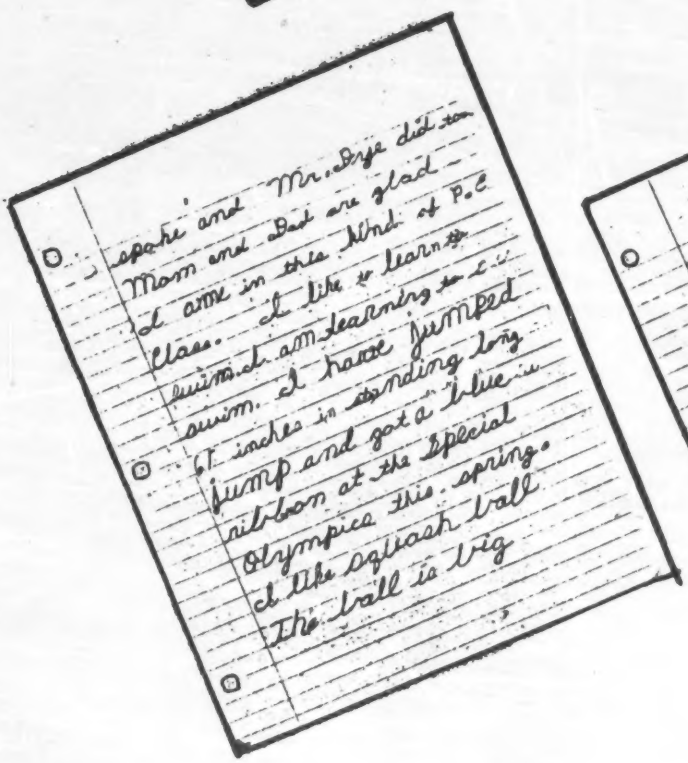
Love always,
Liz Dreckman

PEOPEL STUDENT LETTER

Dear My P.E Class
I like P.E this year Some of the
things we have done are
Archery, Vaulting, tracks
badminton weights Disc Dog
and biking. Our aides are
very good Jim, Valerie, Peggi
and Lori are my favorite
helpers because they help me
more often than the others
do. Everybody has a turn
all the time. I like when we
take bike to Square Park.
Mrs Cooper is my teacher She



chose us the right way
to play ball and how
Mrs. Kramer takes a lot of
pictures. I like tumbling
the balancing beam spirals
bars, shoulder ball. Mrs. Cooper
Blossom, Noah every
read. We are practicing for
the Special Olympics every
day. May — is Playful Program
had open house last fall all
the parents came. We washed
ball playes from the Suns



spoke and Mr. Dye did too
Mom and Dad are glad
I am in this kind of P.E
class. I like to learn
swim. I am learning to
I have jumped
inches in standing long
jump and got a blue
ribbon at the Special
Olympics this spring.
I like Splash ball
The ball is big

I like square dance
I like to play games
I hope I will see you
next year Mrs Cooper
Love
Missy
Big
Preschool

(PEOPEL STUDENT AIDE ENGLISH CLASS ESSAY)

THE PEOPEL PROGRAM

The PEOPEL Program is a physical education class for exceptional learners. It is for those students who have a disability of some kind. For example, students who have a learning disability, hearing or sight loss, disciplinary problems or are physically or mentally handicapped are put in the Program so that they have a chance of receiving the understanding and patience that they require and would not normally receive in a regular physical education class. The aides learn about such problems so that they might be able to help the students get something from the class. The PEOPEL Program should be offered in all high schools because it teaches discipline, patience, and understanding.

This unique physical edcuation class gives more discipline to those who need it than a regular physical education class would. In a regular class the students can get away with almost anything because there is only one teacher and around thirty students, but in PEOPEL there is usually one aide to every two or three students, sometimes its even on a one to one basis. This way, the students don't get bored as easy and don't misbehave as often. The rules aren't so strict either. For example, if there was a game being played that the student knew that he wasn't any good at, instead of being forced to play he could go off with an aide somewhere and practice or just sit and watch. Almost everyone in PEOPEL becomes friends so there aren't so many fights. All of these things explain why PEOPEL teaches better discipline to the students and aides.

The Program teaches better patience to the aides and the students by going slower in the different activities than regular physical education classes do. In this class, the teacher slows things down so that no one has to rush into anything. The aides and the students learn to take it easy and enjoy themselves instead of having to hurry up and start the game thats being played, so that there can be a winner. Winning doesn't matter in PEOPEL. Another way in which they learn patience is that when someone, either a student or an aide, needs help, everyone stops to help him and they will continue to help him until he doesn't need it anymore. Patience is an important part of life and PEOPEL helps you to get it by taking things easy like it should be instead of rushing things like we've grown up learning to do.

The PEOPEL Program teaches aides and students how to understand themselves and each other better. PEOPEL shows the aides and students that they're not the only ones with problems, and it helps them learn to cope with them far better than they could before. There is always the understanding in the class that some of the students or even the aides won't be able to participate in some of the activities, and everyone realizes it. It helps the aides understand what they are really like inside and how they feel about some of todays' problems. PEOPEL helps the students realize that there are people in the world that are willing to go out of their way to help them. It also lets the students and the aides get to know each other. It also shows how they feel about life. If PEOPEL could get the understanding that they do from this class, then they would get more out of life. The PEOPEL Program is the best physical education class that there is since it teaches discipline, patience, and understanding and it should be offered in all high schools.

STUDENT AID LETTER